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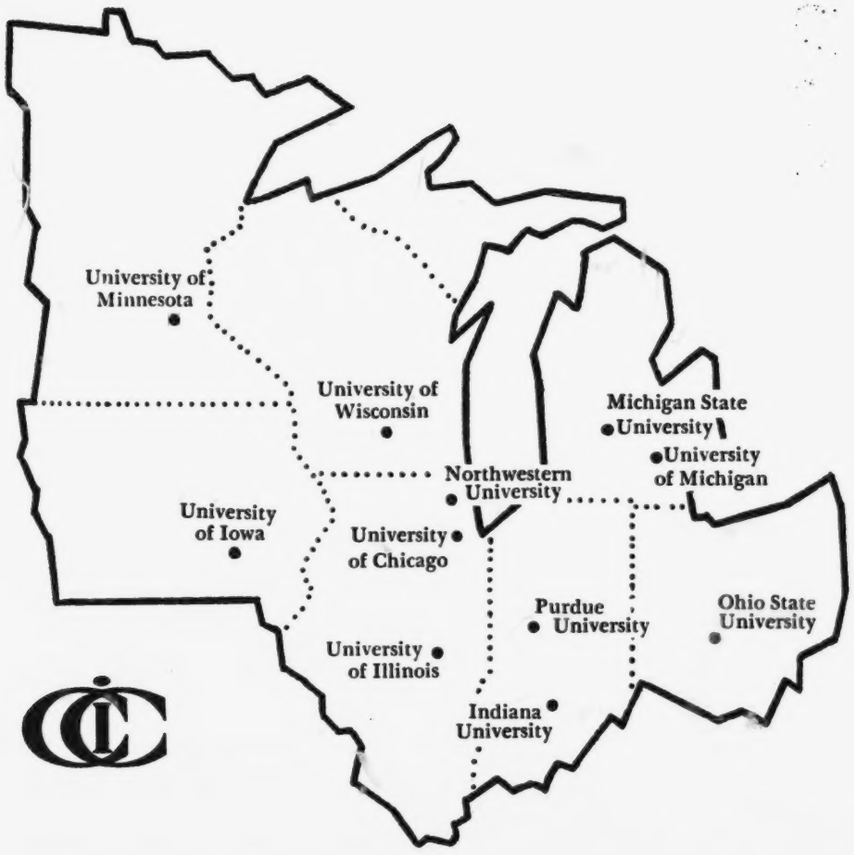
Abstract

The Committee on Institutional Cooperation (CIC) is composed of representatives of the Big Ten universities and the University of Chicago working together to strengthen higher education through voluntary cooperation of their respective member institutions. This report outlines and describes the various activities undertaken in 1968-69 by the Panels, Conference Groups, and Sub-Committees of the CIC, the 3 major divisions of the CIC operating framework. Panels were responsible for conducting specific programs, projects, and studies. The report describes 28 of these under the categories of instruction (22), research (5), and extension and public service (1). Conference groups were devoted mainly to exploratory meetings for initiation of project plans. The report describes 20 topics investigated by these groups, again under the categories of instruction (17), research (2), and extension and public service (1). Sub-Committees initiated and oversaw studies involving broad policy considerations in certain major areas of common concern. The 5 Sub-Committees during 1968-69 were: Disadvantaged, International Programs, Regional Higher Education, Television, and Computers. Meetings and activities of various administrative groups of the member institutions are also outlined. A financial statement for the year is included. (DS)



Member Institutions

University of Chicago
University of Illinois
Indiana University
University of Iowa
University of Michigan
Michigan State University
University of Minnesota
Northwestern University
Ohio State University
Purdue University
University of Wisconsin

Staff Offices

Purdue University
West Lafayette, Indiana 47907

ED033655

The Committee on Institutional Cooperation

Representatives of eleven Midwestern universities
working to strengthen higher education
through voluntary cooperation
. . . avoiding duplication . . .
reducing costs

Annual Report 1968-69

HE 001 167

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This report is the record of a year's work conducted by eleven universities under a cooperative plan having some importance in the shaping of higher education in the latter part of the 20th Century.

As with all annual reports, much is necessarily left out. In the interests of a clear and orderly account, the text omits mention of the vexations and frustrations that inevitably accompany attempts at cooperative action. And yet these too are part of the developing process; and hence there is no attempt here to sweep them completely outside the context of the printed account.

Cooperation, like freedom, is "a hard-bought thing" (to paraphrase Stephen Vincent Benet). It takes staying power, and a cost in consequent hard effort, to produce the best results. There is always a "persistence crisis" which inevitably accompanies efforts at developing an idea into a project. Increasingly in the experience of the CIC, however, these crises are simply thresholds to newer challenges and stronger accomplishments. Evidence for the latter, reflecting as it does the resourcefulness of our faculty members, the leadership of the Presidents, and the continuing commitment of the CIC, is recorded in the following report on current cooperative programs.

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A Preface . . . from the Staff

It is interesting, and indeed needful, to speculate on what our institutions of higher learning will be like at the beginning of a new century—now only a few short decades away. It is even more interesting to speculate on what our society will be like. Certainly there is little question that the two—society and our institutions of higher learning—will increasingly interact, both intensively and extensively.

The problem has become, then, how to bring some order to what has hitherto been a fairly random process of development. Indeed, this has been one of the great advantages of our "system" of higher education—that is, its diversity, its ability to encompass all types of institutions, its readiness to offer all levels and kinds of instruction.

But as the whole enterprise becomes larger, as it becomes a necessary part of our entire society and indeed the most important instrument of our public policy, the cost factors rise proportionately; and thought must be given to the fact that diversity also often brings unnecessary and unwanted duplication, that completely random or uncoordinated development can be wasteful, that while demand may be great, supply (of certain instructional or other resources) is often short.

These are hardly new considerations. But what is important now is the fact that there is almost universal preoccupation with these problems and seeking of ways to alleviate them through the fashioning of some sort of mechanisms or means of achieving a greater degree of order. The role of the Federal government in supporting higher education programs is vitally important. Vital too are the relationships with state governments, foundations and other areas of the private sector, and the participation of the public at large.

How these relationships can be most coherently and most productively interwoven to become the fabric of a national policy in higher education is the source of much discussion at present. Out of these discussions should come some understandings, some consensus on the way in which the national enterprise in higher education—as an aggregate of essentially independent institutions—will serve this growing society of ours in a spirit of effective interdependence—or, to coin a word, inter-reliance.

One important milieu for the carrying on of such discussions is the cooperative association of colleges or universities. This interinstitutional mechanism affords its constituent members a means of considering all of the relationships cited above. The associational approach stimulates a comparing of ideas for change, a continual weighing of possibilities and alternatives, assessments of resources and operations, development of broad new programs, and a continuing colloquy relevant to the orderly shaping of local, regional, and (hopefully for the long run) a national policy.

A voluntary cooperative association like the CIC exists to an important extent to help in this process of identifying directions and avenues which institutions of higher learning might profitably take as they confront not only the prospect of a new century, but much more importantly the intense pressures and needs of a society growing and changing so vastly in the present.

WILLIAM DEMINOFF
Associate Director

STANLEY F. SALWAK
Director

Pattern for Progress

The Committee on Institutional Cooperation (CIC) was established in 1958 by the Presidents of the participating universities as a means of expanding opportunities in certain highly specialized areas of instruction, research and public service. The mechanism of interinstitutional cooperation helps in augmenting the general effort in higher education and in preventing unnecessary duplication in those areas where resources are scarce or extraordinarily costly.

The member institutions of the CIC are the Big Ten universities and The University of Chicago. The CIC is composed of high-level officials of these institutions acting as a board of representatives for consideration and evaluation of cooperative endeavors. A professional staff is employed to effectuate CIC decisions and to assist groups interested in the development of cooperative projects.

In operative terms, the CIC is a faculty-oriented association—that is, the faculty members of the participating institutions are the source and initiators of many proposals for cooperative action. Suggestions for new activities may also originate with university administrative groups, the CIC and its staff, or with outside agencies such as foundations or government agencies.

To facilitate interuniversity discussion of ideas during the developmental period, the CIC uses the mechanism of the "seed grant"—an allocation of a small sum of money to cover travel and other expenses involved in holding a meeting of an interinstitutional faculty group. The seed-grant resource provides an opportunity for exploratory discussion not readily available prior to adoption of the concept by the CIC. The program, made possible through funds awarded by the Carnegie Corporation of New York, has demonstrated that important cooperative projects can come from small beginnings, provided there is a catalyst available to assist in the process.

It should be noted that all projects are developed and conducted on a strictly voluntary basis. Participation in any CIC program is thus always on the highest feasible level of interest, there being no requirement that all eleven institutions must agree to participate before a program is launched. If one or more universities wish to forego participation in a particular project, this remains their prerogative, while at

the same time it does not deter the others from going ahead. This voluntary principle insures that each university's status as an independent and autonomous institution will in no way be diminished.

Projects and programs conducted by the CIC have gained the attention of educators and officials throughout this country and abroad. The CIC helps in this process of communication with educational and governmental groups by regularly issuing reports and newsletters describing current activities. In general, both in its substantive programs and its communications function, the CIC acts as an intermediary agency drawing on the resources of eleven major institutions of higher learning in order to foster innovative activities on a concerted basis.

Organization of the CIC

The report which follows is organized to conform with the general plan of CIC operations. The CIC is composed of eleven high-level university officers serving as a joint board of institutional representatives for evaluating cooperative proposals in areas of instruction, research, and extension and public service. Activities under the CIC's purview are conducted within an operating framework consisting of three major categories: Panels, Conference Groups, and Subcommittees. A panel is a working group of faculty or administrative representatives established by official CIC action to conduct specific studies, projects or programs (e.g., CIC Panel on Biometeorology). A conference group is devoted to exploratory meetings for initiation of project plans (e.g., CIC Conference Group on Pharmacy). The conference stage usually precedes formation of a panel. A CIC subcommittee is drawn from the membership of the CIC itself (i.e., from the joint board) to initiate and oversee studies involving broad policy considerations in certain major areas of common concern (e.g., CIC Subcommittee on International Programs). The CIC also maintains liaison with independently constituted administrative groups from the eleven universities, such as the Liberal Arts Deans, Graduate Deans, etc. The CIC works closely with such groups in order to maintain coordination of projects conducted as mutual efforts. These activities are thus also described in this report.

Programs and Projects: Major Activities of the CIC

■ Panels

INSTRUCTION

Traveling Scholar Program. In its six years of operation, the Traveling Scholar Program has enabled 725 graduate students, 127 of these during the 1968-69 academic year, to cross institutional lines to supplement their regular courses of study. Begun in 1963, the Traveling Scholar Program equips a doctoral-level student with a "passport" permitting him to utilize specialized academic resources within the CIC group which are not available at his home institution. The resource might be a specialized course offering, an eminent faculty member, a rare library collection, or an outstanding laboratory or research facility.

The number of subject-matter fields enrolled in by Traveling Scholars has steadily increased from 20 in the first year of operation to over 70 in the sixth year. The CIC scholars have worked in new areas of study as well as in the more traditional disciplines. The Traveling Scholar Program has in fact often provided a bridge between the older and newer areas. Represented in the total list of subject-matter areas are fields which span the whole range of modern university studies, including anthropology, biophysics, African studies, geology, astronomy, linguistics, psychology, civil engineering, pharmacology, genetics, social work, library science, mathematics, urban planning and industrial health, microbiology, physical education, art, agricultural economics, English, child development, sociology, and others.

The Traveling Scholar Program was designed by the CIC as a flexible system to assist the graduate student in crossing institutional lines with a minimum of "red tape." As such, the Program has served as a model for similar student exchanges presently being implemented by various consortia

throughout the country. Briefly, the CIC Program operates as follows:

First, an applicant for admission to the Program must be recommended by his own graduate advisor. In considering such recommendation, the advisor must determine that the off-campus opportunity is definitely unavailable on the home campus and is such as to promise significant enhancement of the student's plan of study.

The applicant and his advisor contact an appropriate faculty member at the prospective host university who is willing to serve as the Traveling Scholar's mentor during his stay at that institution. Both faculty members should be satisfied that the student is qualified for, and hence will profit from, the particular offering under discussion. For any additional information the student and his advisor contact the Traveling Scholar liaison officer on their campus.

After an agreement has been reached between the two advisors concerning the student's plan of study, the Graduate Deans for both institutions consider the student's request to become a Traveling Scholar. Each university retains,

Traveling Scholar Michael J. Fuller, University of Iowa, studies map with advisor, Dr. Robert H.T. Smith, University of Wisconsin.

through its graduate office, the full right to accept or reject any student applying for study under its auspices.

Once approval of a request has been granted, the student is free to travel to the host institution. In order to obviate the difficulties involved in such temporary transfers, the Traveling Scholar continues to be registered and pays his fees at his *home* university. Credit for work completed at the host university is automatically accepted by and recorded at the home university.

The most significant benefits cited by the students participating in the Program are breadth of curricula and the opportunity for scholarly interaction. The Program thus provides a full array of outstanding facilities to the participating students at the same time that it relieves some of the pressure on the universities to teach ever-increasing numbers of courses. The Program is particularly useful in the very specialized or small-enrollment types of subject-matter areas. Perhaps a less tangible, but not less important, benefit of the Program is the fresher perspective it provides by opening a door for students to a different academic environment and to a consequent sharing of intellectual experience.

Traveling Scholars at Indiana University:
Edward Henry (left) and Lynette Woods, Michigan State University and Craig Zwerling, University of Wisconsin

The Traveling Scholar Program is not a perfected mechanism, however, and the CIC is working on means of improvement. It has been noted, for example, that a number of qualified graduate students are often unable to travel to other campuses because of the expenses involved in moving and relocating. This is especially true for graduate students who are married and have families. In order to make the Program available to all qualified graduate students, then, funds are being sought to assist Traveling Scholars in meeting transportation and relocation expenses.

Biometeorology Graduate Training Program. One of the CIC's most successful interdisciplinary programs is the Biometeorology Graduate Training Program now in its sixth year of operation. Initiated by a grant of $238,016 from the U. S. Public Health Service through its Division of Air Pollution in 1963, this program trains specialists in the study of the effects of weather and climatic conditions on plants, animals, and man. In the fall of 1966 the National Center for Air Pollution Control of the Public Health Service awarded an additional grant of $794,724 for continuation of the program for five years, and in June, 1969, a supplemental grant of $70,665 was awarded by the National Science Foundation to assist in the operations of the program during 1969-71.

Research specialists in biometeorology attack such problems as air and water pollution; the effects of, and ways of adapting to, stresses imposed by various weather and climatic conditions; and the problem of physical, chemical, biological and psychological hazards in the present and future environment.

In addition, studies are conducted on the relationship between plant and animal diseases and the environmental conditions that affect their incidence and spread; the influence of atmospheric factors on the life cycles of animals and on the productivity of domestic species; the way in which astronauts can adapt to the longer periods of light and darkness through study of the day-night (circadian) rhythms of animals living in the Arctic; and many other related research projects.

The Biometeorology Graduate Training Program requires the utilization of a wide variety of facilities such as special climatic chambers in which living organisms can be exposed to precisely controlled atmospheric conditions, complex laboratories which provide controlled environment chambers for long-term experiments on both plants and animals, and

CIC Biometerology Fellow measuring stomatal response of bean plants

biological stations where investigations can be conducted on free-living organisms in their natural environment. Because the biometeorology program is conducted among the CIC institutions as an interuniversity project on a resource-sharing basis, unnecessary duplication of complex facilities and the expenditure of large amounts in capital outlay for resources are avoided. Under the current program, students simply move from one campus to another, taking courses or using laboratories and field facilities in which the particular institutions have special strength. The CIC mechanism is thus ready-made for this and similar programs in which scarce or expensive resources are involved.

The program itself does not lead to a degree in biometeorology. Candidates take their degrees in such fields as biophysics, botany, meteorology, physiology, geography, medicine, or zoology. The special training in biometeorology is then adapted to individual professional interests. Current scholars in the program, called CIC Biometeorology Fellows, number approximately 20 and include graduate students in such fields as biology, geography, engineering, meteorology, etc. In 1967-68 six Fellows who successfully completed the program requirements received their Ph.D. degrees. Four

more are expected to receive their degrees as of September 1, 1969.

Dentistry: Advanced Research Training. A study of the feasibility of conducting cooperative programs for specialized research training in dentistry has been completed under CIC auspices. Funded by a grant from the National Institute of Dental Research, the study was aimed at: 1) surveying the kinds of resources presently or potentially available in support of such training programs and 2) the possible avenues of cooperative training efforts in such areas as oral pathology, speech, dental anthropology, dental materials, and others.

Possible joint efforts in the research training area include exchange programs for selected graduate students and faculty members; identification of areas, departments, and individuals interested in cooperative efforts involving problems beyond the present capabilities of a single institution or department; and determination of special strengths of participating institutions in dental facilities and ancillary resources.

The CIC has agreed that the Panel on Dentistry should pursue cooperative activities in dental education and research. In developing such a program, the CIC is considered a logical mechanism by which participation of non-dental and non-medical departments can be included. It is expected that not only dental and medical departments will be involved but also strong departments of physics, chemistry, mathematics, engineering of various kinds, and biology departments not associated with professional schools.

Language Programs. In response to the need for more intensified and comprehensive studies of languages in American colleges and universities, the CIC Liberal Arts Deans formed faculty groups to explore the possibility of conducting cooperative programs in certain language areas, especially those not readily available in all university curricula. After undertaking an initial survey of the language courses being offered at the member universities, the faculty groups constructed language programs in areas where need was greatest and cooperation most feasible.

The means through which these cooperative language programs have taken place is primarily the intensive summer institute. Held annually, and usually under a rotation plan, the institute-type program is designed to provide a comprehensive set of course offerings in language and area studies

that not all institutions can offer, acting independently. The institutes thus enable students to proceed to advanced degrees more rapidly while at the same time the cooperating institutions are able to avoid wide and expensive duplication of course offerings and instructional personnel. Another benefit of the institutes is the opportunity for faculty members throughout the nation to meet together to compare their individual programs and work together in the development of instructional materials.

The need for intensive summer language study programs has been underscored by the ever-growing number of students attending the institutes.

Far Eastern Language Institutes. Designed to rotate among the participating universities, the CIC Far Eastern Language Institutes provide intensive training in the fundamental, intermediate, and advanced stages of the Japanese and Chinese languages for both undergraduates and graduates. The institutes were originated in 1963 when the Ford Foundation gave support to the program under its international training and research program, and additional funds were provided by the U.S. Office of Education. The Ford Foundation awarded the CIC a $256,000 grant in 1963 for support over a four-year span and a second grant of $230,000 in January, 1967, for a three-year continuation. The Office of Education has continued its support through the years by providing funds for the general operation of the institute as well as for scholarship funds for qualified students under Title VI of the National Defense Education Act.

The program expanded into two sections during the 1968 summer session, with the basic courses in Japanese and Chinese languages being conducted at The University of Wisconsin while advanced courses were held on the campus of The University of Michigan. A total of 207 students attended the 1968 institute, 139 at Wisconsin and 68 at Michigan.

Indiana University was the site of the 1969 summer program with 39 students participating in the advanced program and 132 in the basic program. The 1969 institute received 78 NDEA fellowships, 68 graduate and 10 undergraduate, and 27 undergraduate foreign study awards from the Ford Foundation. Admission was open to qualified applicants from both CIC and non-CIC institutions. A special

feature of the 1969 program included seminars on Chinese and Japanese history and culture.

In its six years of existence, the program has been highly productive. The institutes have accomplished their purpose of accelerating training in the Japanese and Chinese languages and have helped in increasing the number of students participating in doctoral programs in these languages. A student taking a planned sequence of courses during the regular academic year and attending two summer institutes can compress four years of language study into 15 months. The institutes have also been successful in that they have led to the development of improved instructional materials and resulted in the publication of a variety of scholarly papers

Director of the 1969 Far Eastern Language Institute, Professor Y. J. Chih, conducts class.

on aspects of Chinese and Japanese history, culture, and literature, and on problems of translation. The institutes have also been instrumental in the compilation of an annotated list of Japanese encyclopedias and dictionaries.

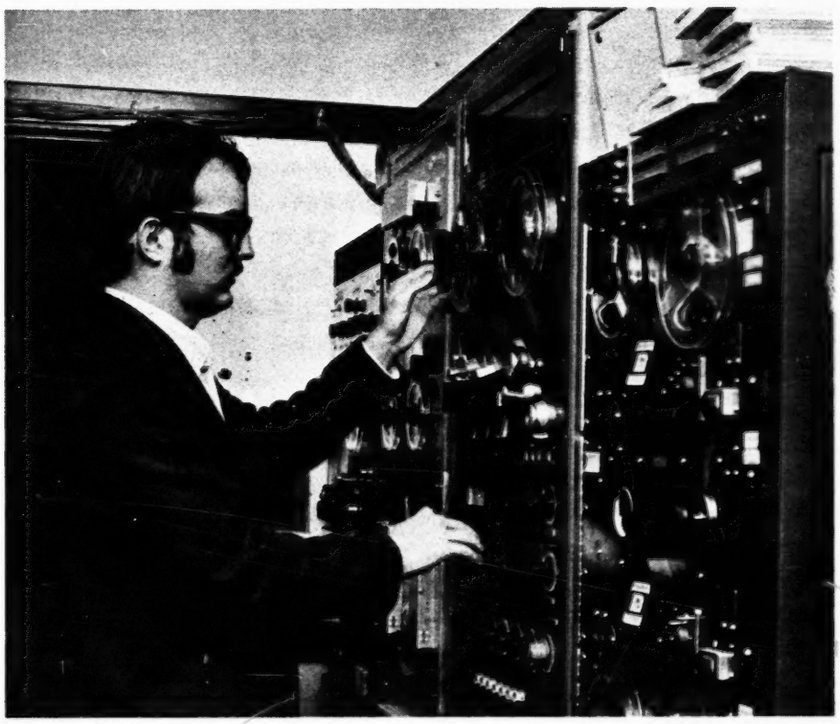
Of considerable additional value to the participating universities is the experience brought back to the Far Eastern language departments by their faculty members who, with a number of specialists from other schools, make up the staff of the institutes. Through association at the institutes with their colleagues from other universities, faculty members are able to compare and evaluate their individual programs.

The CIC Far Eastern program has been conducted under intensive planning by the Liberal Arts Deans of the eleven institutions in conjunction with the joint Far Eastern language faculties.

Slavic Language, Literature, and Area Studies Institutes. During the summer of 1968 The University of Michigan sponsored the second annual CIC Institute in Advanced Slavic Language, Literature, and Area Studies with comprehensive course offerings. Participating in the program were the University of Illinois, Indiana University, The University of Michigan, and The Ohio State University. The four participating universities are those members of the CIC group which have Slavic Language and Area Centers and which have already instituted summer programs in connection with their Center activities. The institute program, however, is open to students from all CIC institutions as well as from universities outside the CIC.

The University of Illinois was the site of the 1969 institute which had a total of 146 students attending. In addition

Student in 1969 Slavic Language Institute utilizes automatic tape-telephone bank.



to the university's sponsorship, supporting funds totaling $25,397 were provided by the U.S. Office of Education for the 1969 program under the provisions of Title VI of the National Defense Education Act. In addition, the Office of Education provided for 45 National Defense Foreign Language Graduate Fellowships and 25 Undergraduate Awards.

Begun in the summer of 1967, the institute is intended primarily but not exclusively for graduate students in Slavic languages and literatures and in other disciplines dealing with the Slavic and East European area. Purpose of the institute is to provide students with a comprehensive curriculum in Czech, Polish, and Serbo-Croatian studies as well as advanced courses in the Russian language and important aspects of literature and linguistics that not all institutions can offer on their own. Courses in area subjects such as geography, history, and government are also offered. An effort is made to staff the institute with outstanding scholars in the various disciplines in order to give the students an opportunity to become acquainted with leading ideas and research techniques in each field.

South Asian Language and Area Studies Institutes. In 1966 the CIC schools, which had previously conducted institutes in South Asian languages with non-CIC schools, decided to consolidate their resources resulting in the establishment of the CIC Interuniversity Rotating South Asian Language and Area Studies Institute. Sponsor and host of the 1968 institute was Michigan State University. The 1968 program, assisted by a grant of $39,000 by the U.S. Office of Education, had an enrollment of 335 students, with 100 of these in language courses.

The University of Minnesota sponsored the 1969 summer institute. Enrollment figures indicated that 501 students registered for courses offered in the program, with 106 of these in language courses. The South Asian program at Minnesota, consisting of two five-week sessions running concurrently with a ten-week session, provided for a balance between language and area courses. The majority of the courses in South Asian area studies were offered during the five-week sessions, while the language courses were taught in the ten-week term. Intensive instruction was offered in the following South Asian languages: Bengali, Hindi, Persian, Sanskrit, Tamil, Telugu, and Urdu. Area courses included philosophy, anthropology, economics, history, political science, and geography. Emphasis was also placed on the arts, including

Musical performance—1969 South Asian Institute

theater, dance, music, and art of South Asia. Major musical performances, an exhibit of South Asian art, and regular showings of Indian feature films were offered during the 1969 session. In addition, seminars were offered on Anthropological Perspectives in the Analysis of Expressive Cultures; Aesthetic Expression; and Indian Philosophy. A series of lectures and workshops were also available to the students participating in the 1969 South Asian Institute.

The U.S. Office of Education awarded the Center for South Asian Languages and Area Studies at the University of Minnesota a grant of $40,000 in partial support of the 1969 CIC program and an additional sum for 40 National Defense Foreign Language Graduate Fellowships and 23 NDFL Undergraduate Awards.

Spanish: Summer Program in Mexico. Developed under auspices of the Liberal Arts Deans of the participating universities, the CIC Summer Program in Mexico seeks to provide qualified undergraduate students in Spanish and related fields with an opportunity to enhance their facility in the use of the Spanish language and generally to enrich their special fields of concentration. In the summer of 1969, a total of 44 outstanding students from CIC institutions participated in the third annual program held in Mexico City at the Universidad Ibero-Americana. The 1968 program also had an enrollment of 44 students.

The Spanish summer program includes visits to sites such as the pyramids of Teotihuacan and the ruins of Tula, visits to various museums, and a tour of Mexico City. Mexico City

itself is rich in the literary and historical associations which tie it intimately to the great tradition of Hispanic culture. Students participating in the program thus have an opportunity to gain direct knowledge of some of the major customs and characteristics of this important center of Spanish-speaking civilization. Students in the program are housed with Mexican families in order further to enhance the student's sense of participation in the culture of Mexico.

Credits gained through successful completion of courses in the program are accepted at any of the CIC universities. Scholarship support on a limited basis is provided by each institution for its own students who need assistance. A panel of professors of Spanish from the participating universities oversees the program in conjunction with a director drawn from one of the institutions.

1969 Spanish Program in Mexico, Universidad Ibero-Americana

Other Language Programs. The Liberal Arts Deans and the CIC have for the past several years been exploring methods of maximizing language instruction on member campuses while at the same time eliminating needless duplication of courses. The thrust is toward establishing programs in the "exotic" languages spoken in regions of Asia, Africa, and in certain other parts of the world. These languages are generally of a type not usually available on the individual campuses or are those in which enrollments on each campus are relatively low and teaching personnel in short supply.

In March, 1968, the CIC staff, at the request of the Liberal Arts Deans, prepared a report on all program studies and proposals executed by faculty groups under CIC auspices regarding new cooperative approaches to language instruction. This report served as a preliminary to a survey of offerings and enrollments in exotic languages at CIC universities which was completed in the fall of 1968 under the supervision of the Liberal Arts Deans. Deans and faculty members, including faculty in social science departments concerned with languages and area studies, are currently studying in detail the survey and its implications. With the survey as background, the Deans will determine what new cooperative language programs might be most advantageous.

Study-Abroad Programs. The CIC universities' interest in the field of international education is demonstrated in the worldwide range of training, research, educational, and developmental programs conducted under various auspices by faculty from these institutions. Directors of study-abroad programs in the CIC universities have been meeting to consider coordination of certain offerings in order to avoid unnecessary duplication and, wherever advisable, to structure activities as strongly unified cooperative ventures.

The directors' efforts in this area have grown out of earlier and continuing planning by the Liberal Arts Deans for orderly development of study-abroad programs conducted either independently or cooperatively by the eleven universities. A survey of such programs on the various campuses has provided necessary information useful to future developmental activities.

The Panel on Study-Abroad Programs has been studying the possibility of establishing programs in parts of the world where it has not been usual to have such offerings, as in Scandinavian countries, Africa, Asia, and Eastern Europe. Surveys are also being conducted by the panel to determine the desirability and feasibility of master's degree programs in common European languages. Moreover, the directors are considering means of evaluating courses taken by CIC students at foreign institutions and possible extension of the rotating Asian language programs to include overseas study experience.

During the past year, the directors have developed plans for conducting a junior-year program in Brazil. A seed grant

awarded to the panel by the CIC enabled its members to plan the program and to have representatives visit Brazil to determine the most desirable site for the new program and to make other preliminary investigations. (See Junior-Year Program in Brazil, below.)

Junior-Year Program in Brazil. The Liberal Arts Deans and the CIC have approved the proposal for a junior-year program in Brazil, scheduled to begin in February, 1970. Established in conjunction with the Federal University of Rio Grande do Sul at Porto Alegre, Brazil, the program makes provisions for twenty to twenty-five qualified students possessing a substantial background in the Portuguese language to enroll in the Brazilian university for one academic year. The students participating in the program will mainly enroll for courses in language, literature, history, philosophy, economics, sociology, political science, anthropology, geology, and pedagogy. Also included in the program is an intensive four-week course in the Portuguese language and Brazilian civilization and contemporary problems.

The CIC universities participating in the program are those which have substantial programs in Latin American, Brazilian, and Portuguese studies. Students will receive academic credit at their home universities for successfully completing course work at the Federal University. Scholarship support on a limited basis will be provided by each institution for its own students who need assistance. The Panel on Study-Abroad Programs, consisting of directors of study-abroad programs in the CIC institutions, will oversee the program in conjunction with a director drawn from one of the institutions.

Art History. A group of art historians has been considering ways of improving research activities and study resources for graduate students in the history of Western art. With this objective in mind, the faculty group has formulated a proposal to increase the mobility of doctoral candidates in art history by providing funds for study trips to special art collections, museums, and art libraries not only in the United States but also in Europe. At the present time, the Midwest is one of the major centers of art history study in the United States. Yet the great bulk of original art work, monuments, architecture, and research facilities are either on the eastern

seaboard of the United States or in Europe. For this reason it is highly desirable for doctoral candidates to make trips to these locations to view original works and to conduct research.

The cost of reproducing (wherever possible) the contents of major museums, libraries, and research archives is far greater than the cost of sending graduate students to the major centers of study. Consequently, the CIC art historians recognize that adequate funds to send students to particular locations, when and as their research demands, would be the greatest single stimulus to the advancement of art history education in the Midwest. The proposal has recently been submitted to a private funding agency for consideration.

Foreign Students: Selection, Placement, Counseling, and Instruction. Educational organizations working in the international field have long been concerned with the problem of maintaining high standards in the selection and performance of foreign students in American universities. Adequate means of studying the problem have not been readily available, however, and hence discussions have been held regarding development of a data-collection instrument and a study-design which would be comprehensive enough to yield significant results.

In response to this demonstrated need, a CIC panel consisting of admissions directors, registrars, foreign student advisers, and faculty members working in such areas as the teaching of English as a foreign language has developed a proposal for establishment of a data center to improve means of selection, placement, counseling, instruction and follow-up of foreign students enrolled in the CIC universities. It is hoped that the design and implementation of a central depository of data on foreign students will yield significant answers to some of the problems involved.

The large concentration of foreign students in the CIC universities is such as to give the study statistical validity and significance. Completion of the study under the panel's supervision is expected to result in a model which should have national relevance in the conduct of university programs for foreign students. The panel is currently seeking funds for operation of the project.

Geography: Field Laboratory and Seminars. The geography field laboratory conducted jointly by a number of CIC universities has greatly stimulated training in various areas

of the discipline. This is an outgrowth of preliminary meetings of faculty members and department heads in geography held some time ago with the support of seed grants. The geographers are also participating in a faculty field seminar during which common problems in teaching, research, and service can be considered, and discussions of new developments in the discipline can take place on an interinstitutional basis. These programs are part of a broader set of objectives being considered by the geography group for general improvement and augmentation in the field.

Geography: Summer Graduate Program. A panel of CIC geography department chairmen has developed a proposal for combining resources in a rotating summer graduate program in geography. The proposal calls for establishment of a strong five- or six-week program in a CIC department of geography each summer. Although the proposal has not as yet received funding, the panel will continue to seek support for the project.

Purpose of the joint advanced seminar program is to strengthen graduate study in geography by providing intensive courses at the "growing edges" of the discipline. The suggested theme for the first summer program, "The Role of the Phenomena of Human Stress in Geographic Theory and Research," would appeal to advanced graduate students interested in both the physical and cultural aspects of geography. Such a topic would treat problems in stressful situations which involve the perception of and response to such problems as crime, racial tension, overcrowdedness, pollution, noise, and migration. The concentrated training made available through this type of seminar program should stimulate both faculty and graduate students in key areas of geographic research.

Geology: Course-Content Improvement Program. An extension of one year has been made by the National Science Foundation on a grant of $50,335 awarded to the CIC in 1966 for the development and evaluation of a pilot project aimed at improving instruction in the geological sciences.

Recognizing that the task of providing field experience at the beginning geology level is becoming increasingly difficult because of the growing number of students, this program seeks to bring such experience into the laboratories and classrooms through visual media techniques. The project

involves initial preparation of a series of comprehensive and integrated instructional materials on continental glaciation. Study content of the materials is based on the evidence of glacial deposits at the Two Creeks Forest Bed on the shore of Lake Michigan, seventeen miles north of Manitowoc, Wisconsin. The area constitutes an important geochronological site rich in materials for field study of multiple glacial advances and retreats.

Excavation, filming, and sample collecting for the project were accomplished during August, 1967, and resulted in the collection of videotapes, several thousand feet of movie film, hundreds of color slides, and numerous samples of soils, sediments, and vegetation. During the year, the film will be revised and updated, and analogs, animation, and additional narration will be incorporated. In addition, several short films on specific topics will be prepared, instructional booklets and study guides will be written, and the impregnation of samples for laboratory use will be completed.

By reproducing an actual geological site through these various teaching aids, the experience of the field area can be brought more realistically to the classroom and yet obviate the need for frequent and costly field trips. It is hoped that this pilot geology project will serve as the beginning of a series of multi-media instructional programs in earth sciences.

Geology: Field Camp Program. The central Wasatch-Vinta Mountains area east of Salt Lake City, Utah, was the site of the pilot CIC field camp program in geology conducted during the summer of 1968. Thirty-six geology students from four CIC institutions (Iowa, Purdue, and the Minneapolis and Duluth campuses of the University of Minnesota) participated in the program in conjunction with the University of Utah. The cooperative field camp program is designed to provide facilities both for field instruction and research in geology. Through such a cooperative effort, costs ordinarily expended by the individual universities for field camp activities are reduced.

The 1969 summer program, held at the same site as in 1968, had an enrollment of 49 students from the CIC institutions and 15 from the University of Utah. A proposal for funds to meet the needs of future field seasons has been formulated by the participating members, who are attempting to obtain support for this program from a Federal funding

Geology field work at Wasatch-Vinta Mountains, Salt Lake City

agency. CIC geology chairmen are also considering the possibility of introducing several graduate field programs in special disciplines. The programs would be organized through individual departments but would be open to all CIC institutions.

Institution-Development Overseas. A panel of faculty members and deans and directors of international programs has been planning the establishment of coordinated programs in research, service, and graduate instruction to increase the capability of the CIC universities in assisting development of educational and related institutions in certain foreign countries.

In August, 1968, the Panel on Institution-Development Overseas held a one-week conference to plan the pilot phase of a curricular and research program in institution-building overseas. These discussions were conducted under the purview of the CIC Subcommittee on International Programs and were undertaken as a means of implementing the recommendations made in the Final Report of the CIC-AID Rural Development Research Project.

Participants in the August conference were faculty representatives of the CIC institutions; selected staff members

and federal representatives of the CIC-AID Rural Development project; experts who have worked in university development projects overseas in such fields as agriculture, engineering, education, and public administration; and specialists in the social science disciplines and educational administration who have carried out assignments overseas.

The conferees concluded that the long-range imperatives in this area might best be served by a center for the study of institutional development, established under CIC auspices. The center, based at one of the CIC universities, would undertake graduate-level education and other appropriate institution-development activities. As proposed, the center would assist in arranging and coordinating graduate-level education in the form of multi-disciplinary, problem-oriented seminars and institutes aimed at students in professional degree programs in education, welfare, health, and agriculture. The program would also serve graduate students working on advanced degrees in social science and professional fields who have a substantial interest in studying the management of social change. Conferees noted that the initial focus of the center might be limited to overseas development problems. However, as the center develops over the initial period of three to five years, it could become a prime force for analyzing and attacking problems of social change as evidenced in the development of organizational (institutional) mechanisms.

In addition to the long-range proposal calling for the establishment of a center for institutional development, several short-range proposals were formulated for immediate action. The conferees recommended that the following three activities be initiated by the CIC: 1) a survey of the resources of CIC institutions as a basis for a plan to strengthen their capacities for contributing to institution-development overseas; 2) a survey of research and research-related activities germane to the study and practice of institution-development; and 3) at least one, and possibly two, conference-workshop activities in the summer of 1969.

The latter proposal has received immediate support from the U.S. Agency for International Development. A grant of $97,765 was awarded to the CIC in May, 1969, for conducting the CIC-AID Summer Workshop and Seminar in Agricultural College and University Development. The seminar-workshop was held at Purdue University from July 28-August 15, 1969. Participants included approximately 60 foreign nationals, U.S. university scholars and specialists,

AID mission personnel, team leaders in the host countries under AID contract, and others. The format consisted of 1) a two-week workshop for all participants on agricultural college and university development and 2) a one-week seminar for U.S. university team leaders. The two activities were scheduled consecutively, with some of the personnel participating in both the workshop and seminar.

The basic purpose of the summer program was to apply an institution-development perspective to a set of concrete problems and programs in agriculture, using materials drawn from the CIC-AID Rural Development Research Project, the CIC institution-development conference in August, and other sources. The aim of the workshop-seminar was to develop and strengthen an awareness of elements of institution-development strategies by working with experienced participants from several developing countries and by helping the participants learn about the institution-building process in a way that is most relevant to their work.

It is expected that the workshop-seminar will set a pattern for significant and continuing efforts in institution-development among groups of universities throughout the United States in conjunction with many developing countries.

Instructional Resources: Survey of Research and Development. A fifth report in a continuing series on new developments in instructional resources at CIC universities was issued in the spring of 1969. The report, entitled *Development and Experiment in College Teaching,* is compiled by a faculty panel interested in research and experimentation in teaching methods and techniques.

The compilation consists of a set of summaries of exploratory efforts recently undertaken or currently under way in various disciplines at CIC institutions. Included in the 1969 issue are descriptions of innovative developments in fields such as anatomy, architecture, dentistry, economics, geography, journalism, law, pharmacy, social work, speech, etc. Also included in the fifth report are descriptions of the use of television and telecommunications networks for instruction, audio-tutorial methods in teaching, computer-assisted instruction, programmed instruction, and special training for inner city school administrators. Included under the section "University-Wide Activities" are descriptions of institutional facilties, instructional media arrangements, and broad programs which span the disciplines. A cumulative

Instructional resource enhances learning

index to all five published reports by subject area is also included in the 1969 issue.

The general aim of the report is to provide a useful exchange of information among college teachers on current instructional experimentation. The panel compiling the information recognizes that the experiments outlined in the report often arise out of local problems and are aimed at improving conditions for learning in specific subject-matter areas. However, the panel suggests that many of the procedures can nevertheless be easily generalized for application in other departments or may stimulate the search for fresh alternatives.

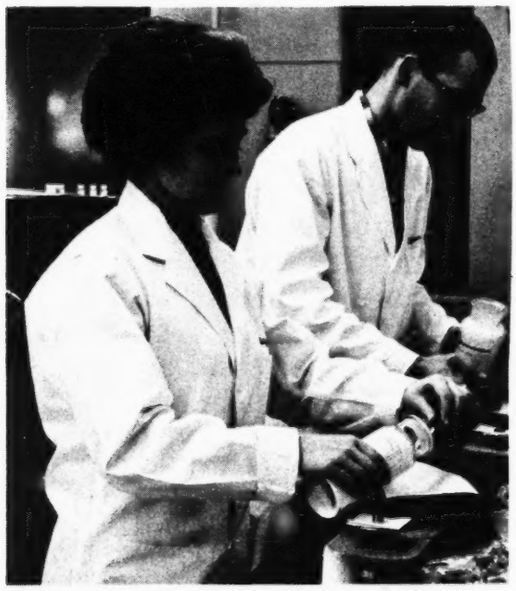
Music Education. A panel of professors in music education has for several years been undertaking studies and experimentation which might contribute to the improvement of music education programs on a regional and national basis. During the past year, members of the panel have been concerned with preparing a proposal for research and development of a cooperative program for the improvement of pre-

professional and in-service education of the teacher of general music. This program would take the form of an inter-university symposium focusing on music in the seventh grade, the focal point in general music education. Seventh grade music is usually the earliest required music course for which a music specialist has complete responsibility and often the last required music course for the general students.

The panel of music education specialists felt that a concerted effort in study, research, and experimentation could effect positive changes in devising a curricular structure which would produce highly qualified music teachers and would assist in identifying problems in music learning that need immediate research. The symposium project is planned as the first or pilot effort toward a reconsideration of the structure of the entire general music curriculum from kindergarten through grade twelve. The proposal for the symposium, tentatively to be held in the spring of 1970, is currently under review by a private funding agency.

Pharmacy: Continuing Education. During the past year a faculty panel of representatives from the schools of pharmacy has prepared a proposal for a short-range research project for analyzing continuing education programs offered

Pharmaceutical preparations laboratory, University of Minnesota



by the seven CIC schools of pharmacy over the past five years. Basic purpose of the project, as approved by the deans of pharmacy and the CIC, is to ascertain the extent to which the participating institutions can develop a cooperative action program for extending and improving the resources for continuing education in pharmacy throughout the seven-state region covered by the CIC. In addition, it is hoped that the completed study and subsequent program might serve as a pilot effort for improving resources in continuing pharmacy education on a national basis. This proposal is presently under consideration by a funding agency.

In the meantime, the panel has initiated other cooperative projects to implement continuing education for pharmacists. The seven schools of pharmacy have collectively produced a newsletter on a quarterly basis in order to facilitate an interchange of ideas and information pertinent to continuing education. A short-term cooperative effort has also been launched in the production of audio and video tapes on given subjects of interest to pharmacists. In addition, the panel is studying the feasibility of conducting other cooperative projects, including the establishment of a media center for pharmacy continuing education.

Polar Studies. The Panel on Polar Studies has submitted a proposal to a Federal funding agency for support of a large conference of faculty and graduate students engaged in research on polar problems. The meeting would be held to discuss planning of cooperative projects in this field. Polar studies are concerned with those aspects of engineering and of the physical, biological, and social sciences that address the special problems relating to polar environments as defined by those regions having permafrost soils and/or tundra vegetation.

There is at present a lack of scientific manpower in this area of research because studies of the polar environment require a special training for scientists that is not usually emphasized in the regular curricula. Thus, the purpose of cooperative projects is to strengthen the attack on polar problems through an exchange of research information and to acquaint students in various disciplines with the opportunities for research and training in polar science.

The panel has been utilizing the facilities of the Institute of Polar Studies, Ohio State University, as a central office for the organized collection and dissemination of information concerning ongoing research in polar studies.

Dr. Roy Koerner, Institute of Polar Studies, Ohio State University, examines Antarctic ice core.

The group has also been instrumental in publishing a directory of faculty members, course listings, field and camp facilities, and types of research programs available in this discipline at CIC universities. In addition, the polar research specialists have prepared a draft proposal seeking to establish a cooperative polar studies fellowship and seminar program for the CIC universities.

RESEARCH

Aeronomy. The CIC Panel on Aeronomy is organized to undertake: 1) a study of the probable directions of research in aeronomy—the science dealing with the structure, composition, and the physical and chemical processes of the upper atmosphere; 2) an assessment of the optimum type of radar sounding that should be used in resolving research problems; 3) a determination of the way in which an appropriate radar facility could be constructed and used cooperatively by the universities in the Midwest; and 4) a study of the way in

which programs in radio or radar astronomy might be integrated into the planning of a facility of this kind.

During the past year the panel has completed an Engineering Concept Study of a steerable radar facility for sounding of the upper atmosphere. The study was supported by grants totaling $101,000 awarded by the National Science Foundation. With the completion of the feasibility study, the panel has recommended building of a steerable dish-shaped radar telescope, 360 feet in diameter under a giant radome cover. (Placing the instrument under cover results in more usable time and convenient operation as well as ten percent greater diameter.) This projected telescope, when constructed, will be one of the largest of its kind in the world and will provide valuable graduate training as well as strengthen ties among the participating universities and their departments of physics, astronomy, and electrical engineering.

In addition, the telescope holds great promise for opening new research possibilities in aeronomy, astronomy, meterology, plasma physics, and space science. The radar instrument will allow for detailed studies of phenomena such as the radio-reflective ionosphere, airglow, and high winds which affect surface weather. Studies can also be made of the surface features of Mercury, Venus, and Mars, providing information valuable for planning manned expeditions to those planets. Used as a radio telescope, it can be used to explore distant cosmic radio sources, seeking clues to the puzzles of gravitation and the origins of the solar system. The telescope can also be used for telemetry and tracking of space probes and can provide observations of the "unbounded plasma" for ionospheric effects impossible to simulate in a laboratory.

A location for the telescope installation has not as yet been selected. Site requirements include accessibility, freedom from radio interference, and location within reasonable distance of one or more CIC institutions to facilitate use of supporting scientific equipment on the campus. Supplementary equipment will be at two smaller locations each approximately 200 miles from the telescope and forming an equilateral triangle in relation to it.

Because of the lack of funds due to the current world situation, the projected regional facility has not as yet received funding. However, the National Science Foundation recently informed the panel that it has reopened consideration of the aeronomy project. Pending additional funds, the

CIC Panel on Aeronomy has been investigating the possibility of other cooperative projects in this field and has continued to hold workshops on aeronomy studies at the member universities.

Study of AID Programs. The final report of the CIC-AID Rural Development Research Project was released in October of 1968. This report, entitled *Building Institutions to Serve Agriculture,* discusses the findings of the CIC study group which in 1968 completed a three-year project aimed at evaluating agricultural education and research programs conducted abroad by American universities under contract with the U.S. Agency for International Development. This project was funded by a grant of $1,183,000 awarded by AID in 1965.

Initiated as a feasibility study under an earlier AID grant of $58,931 the project objective was to provide an effective analysis of the patterns and policies underlying AID-university cooperation in programs of technical and educational assistance to less developed nations. The study also sought to identify the factors affecting the success of university-assisted activities abroad and the way in which these factors could best be used in furthering the objectives of the U.S. technical assistance program.

The study was undertaken at the request of AID and the International Rural Development Subcommittee of the National Association of State Universities and Land-Grant Colleges. Teams of field researchers and specialists were sent to Africa, the Far East, Latin America, the Near East and South Asia for compilation of data which was in turn analyzed and interpreted. These data have served as a basis for formulating inferences regarding significant aspects of the technical assistance process; the effort of assisting in the building of educational institutions abroad; the significance of the stage of educational, social, political and economic development of a country in relation to the establishment of various levels of agricultural education; and other considerations.

The final report of the project is intended to assist in 1) determining guidelines for program planning and operation, 2) assessing the accomplishments of the program for developing agriculture education and research institutions

abroad, and the cost of such development under varying circumstances, and 3) establishing criteria of progress in institutional development which can be useful to AID, the U.S. university community, and cooperating countries.

Numerous requests for copies of the report have been received from colleges and universities throughout the world, national research groups, federal agencies and departments, major national libraries, etc. A limited number of copies are still available free of charge to educational groups. The copies can be obtained by writing the CIC staff office.

Computers. As a result of a recommendation made by the participants of the Conference on Computers in June, 1968, a survey of CIC computer facilities, previously issued in 1967, has been completed and updated. The study, distributed in March, 1969, reflects the total resources of each CIC university in computer operation. The survey is considered important in determining the possible directions in which the CIC institutions might move cooperatively in the computer field.

A working group, consisting of the chairmen of the four major subgroups of the large June conference, has been studying the possibility of establishing an information clearinghouse for reproduction and distribution of all communications on university computer operations in the scientific

Student at University of Illinois Medical Center diagnoses "computerized patient" with assistance of programmer.

and research, business-data processing, and admissions-registration areas. Other topics being considered by the chairmen are periodic seminars and workshops on special topics conducted under auspices of the CIC and a possible program of management seminars for university personnel responsible for computer operations.

Urban Affairs. Increasing awareness of the gravity and complexity of the problems in urban areas has spurred a tremendous expansion of interest in the study of urban systems. Universities across the country have become concerned with the growing urgency, the massive scale, and the pervasiveness of the problems facing the nation's cities. The university, recognizing itself as a logical instrument of social change, has been experimenting with operational and viable ways of modifying the physical, social, and economic environments of the cities.

The problems are admittedly large, abrasive, and volatile. But the university recognizes its responsibility and accepts its emerging role in this area. Many look to cooperative arrangements as one of the feasible devices for expediting individual and collective responses to the problems of the city.

To this end, faculty experts at CIC institutions from various disciplines have given attention to aspects of these crucial problems. With such faculty counsel, the CIC is pursuing explorations with the idea of identifying specific areas in the urban field in which the CIC universities might undertake appropriate action. The efforts will continue with the expectation that some significant increments will be realized in the thrust toward long-range, workable solutions to the urban crisis.

Water Resources Laboratory. Originally designated as the Water Pollution Laboratory, the projected CIC Water Resources Laboratory received its new name in late 1967 when jurisdiction over the proposed facility was transferred from the U.S. Public Health Service to the U.S. Department of the Interior. The transfer resulted in the expansion of the laboratory's functions from water pollution to consideration of the entire area of water resources development.

Because of current financial restrictions affecting government agencies, the laboratory has not as yet been constructed. When funds authorized for the project are available, the laboratory will be built at The University of Michigan at Ann Arbor. This site was chosen by the Department of Health,

Education, and Welfare after the CIC universities agreed to give full support to the member university, whichever it might be, selected to house the facility.

During the interim, the CIC panel charged with planning the Midwest water resources facility has remained active in anticipation of eventual receipt of supporting funds. The faculty representatives have held planning sessions as well as meetings to discuss cooperative projects with other national and regional groups concerned with water resources development.

EXTENSION AND PUBLIC SERVICE

Poland Project: Training of Polish Teachers of English. Faculty members from the CIC institutions are developing a program to establish first-rate curricula and ancillary resources in the English-language teacher training program in Poland. As envisioned, instruction centers would be established at a number of Polish universities where American specialists and scholars would work with Polish professors in shaping the long-range program. The American part of the effort would be aimed primarily at the development of methodologies, course content, and related language-teaching resources.

Conducting the project would be teams of specialists and scholars in this field from the participating universities. An important phase of the project would be devoted to scholarly research by American faculty members and graduate students interested in the broader theoretical and pedagogical aspects of English-language teaching in foreign settings. Some work would also be done, by the American and Polish participants, in aspects of American and comparative literature, and in certain areas of Slavic studies. Feasibility studies and planning of the Poland project are under the purview of the Conference Group on the Teaching of English as a Foreign Language.

Although the initial proposal for this program was not funded by the federal government due to current fiscal restrictions, the U.S. Department of State has requested that the proposal be updated and resubmitted for consideration at a later date.

Conference Groups

INSTRUCTION

The Disadvantaged. Administrative and faculty representatives of the eleven institutions meeting in June, 1968, for the first major CIC conference on "The University and Problems of the Disadvantaged" concluded that "extraordinary efforts will be required of all institutions of higher learning, in concert with federal, state, and private agencies, if significant progress is to be made in this area so vital to the health of our society." The conferees also agreed that "the CIC universities, given the leading role which they play in American higher education, can, by the quality of their commitment, define the direction which they and others must take if the country is to meet the real needs of its disadvantaged people."

With this goal in mind, the CIC has continued major consideration of problems of providing quality post-secondary education for all citizens, and particularly those from disadvantaged minorities. The CIC has sponsored several large-scale conferences for intensive discussion of the principal facets of this most critical problem and for assessment of those aspects of the problem which can best be dealt with through the concerted action of the CIC universities.

A second major CIC conference on the disadvantaged was held in Oak Brook, Illinois, on November 25-26, 1968, with 60 participants, representing all of the CIC universities. Conferees included directors of special education programs, directors of financial assistance programs, deans of students, directors of admission and records, other top-level university administrators, and faculty members from various disciplines.

The following topics were considered in special sessions at the November conference: 1) recruitment of disadvantaged students; 2) remedial and counseling programs: student personnel services; 3) recruitment and retention in

The necessity for opportunity

mathematics, engineering, and the sciences; 4) Afro-American curricular development; 5) university-community relations; and 6) the disadvantaged and qualitative changes in elementary and secondary schools. The conference also provided for an open-end session at which problems of student dissent and university change were considered. In addition, a general session was held to consider the recommendations of the six subgroups.

The conferences have prompted CIC subgroups to seek specific ways of assisting students from minority groups. Thus, a number of proposals for operative programs have been initiated through deliberations of these groups. Following are descriptions of the proposed action programs:

Afro-American Curricular Development. Upon recommendation of the subgroup concerned with Afro-American curricular development, arrangements have been made for a survey to be taken of the structure, teaching personnel, and accreditation of Afro-American studies at each of the eleven member universities. Professor Robert A. Corrigan, Executive Secretary, Committee on Afro-American Affairs, The University of Iowa, is conducting the survey which is expected to be completed in the fall of 1969.

Black Doctoral Fellowship Program. In accordance with actions taken by the Graduate Deans and the CIC, a Subcommittee of the Deans has prepared for foundation support a formal proposal for a program to enlarge the pool of black doctoral students at the eleven member universities. The objectives of the proposed program are to add approximately 500 black students over a three year period to doctoral degree programs in all areas of the university curricula; to provide adequate financial support for these students so they may complete their doctoral work in the least amount of time possible; and to provide special academic assistance in cases where deficiencies are found. The program is particularly aimed at the support of black students of unusual potential who are not included in currently existing fellowship programs in sufficient numbers.

A cooperative program through the CIC will make possible a more orderly means of calling attention to the many doctoral programs in the various institutions. It is expected that the concerted approach will lead to better matching of student and university programs than can be achieved if the student had to find out about departments in the eleven universities on his own. A special effort will be made to direct the student to the program and institution most likely to match his interests and needs.

In general, this fellowship program is designed for the training of university teachers or university administrative personnel. The CIC anticipates that this program will greatly increase the number of black scholars with completed doctorates who are qualified and available for academic appointments.

Law Schools. A group of representatives from the CIC Law Schools is exploring problems relating to equal educational opportunity in the study of law. Within the past year, the law faculty group has been meeting to formulate possible cooperative projects and to discuss such topics as: 1) problems of recruiting and ways in which a regional organization under auspices of the CIC might facilitate recruiting of the disadvantaged among member schools, 2) establishment of a rotating CIC summer institute which would help to prepare students from the minority groups for the CIC law schools, 3) ways of obtaining fellowship funds for the disadvantaged who wish to enter law school, 4) guidelines for application procedures and for selection of students, 5) problems of providing tutorial assistance to those students who are doing

poorly, and 6) problems of providing a second chance to students who fail. The law school deans and faculty members agreed that a concerted approach would be useful in increasing the supply of law students from minority groups.

To this end, the CIC law group, in conjunction with the Council on Legal Education Opportunities (CLEO), has developed a rotating CIC summer institute open to students who will begin their law studies in September, 1969. The summer institute, which was held at The University of Iowa in June and July, 1969, featured a six-week intensive study program to help prepare students from minority groups for CIC law schools. The forty-eight students participating in the program are now eligible for consideration for admission to one of the ten CIC law schools. Cooperating universities are making efforts to provide scholarship assistance for those successfully completing the summer program.

The law group plans to make further explorations of cooperative projects in recruiting and retaining qualified disadvantaged students in the law field.

Recruitment and Retention in Mathematics, Engineering, and the Sciences. A group of faculty members met during the past year to pursue recommendations made at the November, 1968 conference regarding methods for improving retention rates of disadvantaged students in mathematics, science, and engineering. The group has been studying ways of upgrading and strengthening high school programs in the fundamental curricula in ghetto environments, along with providing a five-year course of study in college in order to accommodate well-planned background courses that many of the students need before continuing with their university studies.

In addition, the group has been studying ways that the CIC universities could initiate and support the development of introductory courses, teaching materials, and innovative methods of instruction suitable for, but not restricted to, the use of disadvantaged students. The areas suggested for course development are: language skills, mathematics, chemistry, physics, and biology. The organization of summer workshops, in which both students and instructors participate, is also under consideration.

Sociology Program with Developing Institutions in the South. A task force of CIC sociology chairmen and directors of social work is currently preparing a proposal for augmenting the educational experience of sociology students at a number

of developing institutions in the South. The preliminary discussions regarding feasibility of such a project were held in April, 1969, with delegates present from all sociology and social work departments in the CIC as well as from a representative institution in the South.

The general aim of the project is the improvement of sociology and social service resources at the developing institutions as well as the enhancement of opportunity for academically talented graduates of developing institutions. The proposed program calls for the CIC universities to admit a number of sociology graduates of the developing institutions to teaching, administrative, or graduate research programs conducted by the CIC institutions. The graduate study would be geared toward preparation for college and university teaching and research. Other provisions of the project include adequate academic supervision and counseling of such students as are recruited and visits by the students' academic advisors to the predominantly black campuses for purposes of lecturing and expanding their own awareness of the special circumstances of students in these institutions.

Tentative plans for the proposed project include a summer internship program whereby students would return to the campuses of the developing institutions during the summer to teach one course, to do institutional research, or to work in an administrative office under appropriate supervision. Thus, a prior arrangement would be made with the developing institutions to provide summer opportunities and thereby to give encouragement to the selected students to plan careers in the developing universities in the South. Other tentative provisions include an opportunity for potential candidates in the program to spend a semester of their junior or senior year on a campus of one of the CIC institutions in order to enrich their undergraduate experiences and to become better acquainted with a large university setting.

Special Education Programs. An immediate proposal made at the November, 1968 conference on the disadvantaged was that personnel involved in special education programs at the member universities should meet to exchange information on their common problems. The conference, which was held in December, 1968, was highly successful not only in the sharing of experience which it afforded but also in providing a means of anticipating special problems. The conferees dealt fully and frankly with the spectrum of day-to-day problems involved in assisting disadvantaged students.

The meeting helped to clarify the role of the black administrator in the modern university as well as to provide first-hand knowledge on viable approaches toward solving some of the crucial problems with which directors and coordinators of special education programs must deal.

Summer Program in Communication Research for the Disadvantaged. A faculty working group in the mass communication field is drafting a proposal for establishing a cooperative summer program in communication research for students from disadvantaged backgrounds. The idea was prompted by the evident increased demand for qualified personnel from minority groups in the mass communication fields and the need for more students to pursue graduate work in this area.

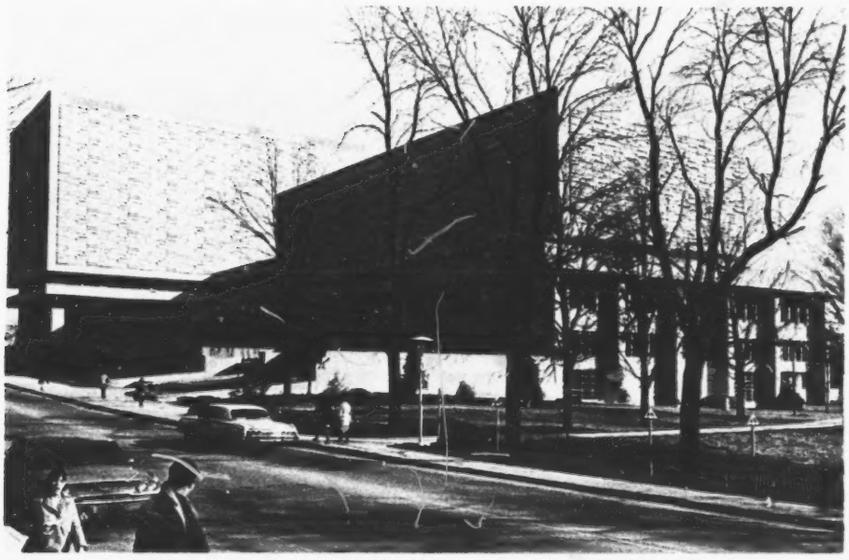
The candidates for the proposed summer program—primarily students majoring in sociology, psychology, political science, and journalism-advertising—would be recruited from colleges with heavy minority enrollments. Initial plans call for the program to be conducted in a two-summer sequence, starting with the summer between the junior and senior years. The first summer's work would consist mainly of academic instruction in theories and methodology of social-psychological research on communication while work during the second summer would be built around field study in a metropolitan setting.

A number of students will be selected for scholarship awards to enable them to participate in the program. Academic credit will be given as in a regular summer session program for successful completion of the course. Students who complete the two-summer sequence will be qualified either for immediate employment in commercial research agencies and advertising agencies or for pursuing graduate work in communication research.

Instructional Television. Faculty specialists in the field of instructional television met recently to exchange information on the development, operation, administration, and philosophy of their present programs as well as to plan long-range cooperative programs.

Under the purview of the CIC Subcommittee on Television, the conference group had been set up to assist faculty groups with the technical planning of projects. Such projects include

the use of closed-circuit television facilities for certain cooperative programs, particularly in teacher education; television tapes of courses developed in whole or in part for viewing on the member campuses; and feasibility studies of various forms of electronic interconnection among universities.



Indiana University Library

Conference of Library Directors and Representatives. An April, 1969 meeting of CIC library directors and representatives was prompted by the need for joint discussion of the increasingly complex problems facing university libraries and the possibility that such discussion might lead to mutually beneficial cooperative arrangements. The April conference was successful in identifying areas in which such cooperative attention was both feasible and desirable. In a statement of recommendations formulated at the conclusion of the meeting, participants agreed on the following:

(1) The function of computers in library operations merited prime consideration. The consensus was that it would be most useful to initiate a thorough survey of each member university's activities in the various fields of library automation (regarding staff, hardware, software, cooperative efforts, and systems groups). This study would be the basis

for effective future planning by the universities individually and cooperatively.

(2) Explorations should be made regarding the feasibility of launching a project for compiling bibliographies of significant collections in the member universities which could be printed and distributed among CIC and other institutions.

(3) A handbook of a more descriptive general nature relating to the CIC member libraries should be developed.

(4) A project should be instituted for identification and description of various data banks (social science, science, etc.) among the CIC libraries.

Participants agreed that a second conference should be held for more intensive discussion of joint efforts in the various areas of interlibrary services and operations and for making plans to implement the recommendations. The meeting has therefore been scheduled for the fall of 1969, with the expectation that genuine advances will be made in formulating productive joint activities in this vital area of university operation.

Library Systems Analysts. Under the direction and supervision of the library directors group, a group of library systems analysts is currently conducting a survey of each of the CIC university's activities in the various fields of library automation, including both the software systems and hardware employed by the institutions. (See recommendations one and four above.) This survey will assist the library directors in determining what cooperative projects might be most advantageous in this area.

General purposes of the library systems group are to coordinate general objectives and planning to prevent duplication of effort; to consider establishment of a "library" of library computer systems (data bases, individual computer programs, etc.) at the member universities; to coordinate research activity and proposals; and to conduct appropriate information exchanges.

Graduate Library Schools. The conference group of deans and directors of CIC library schools has been directing its efforts toward the design of a model center for research and development in the matter of library and information interconnections. In addition, the deans and directors have been exchanging information concerning curriculum and overall programs of the schools, coordination of highly specialized

areas of coursework, and student and faculty areas of research interest. The group has also been undertaking administrative studies on topics such as foreign enrollments, doctoral student enrollments, and other important facets of advanced education in library science.

Mathematics Education. The Conference Group on Mathematics Education is interested in charting the extent of current research in mathematics education in the CIC universities and assessing the practicability of developing cooperative programs. Three projects are presently under consideration by the group: 1) the establishment of a committee to develop guidelines for the teaching of geometry in elementary schools; 2) the convening of a conference for exchange of ideas on recent Russian studies in the psychology of learning mathematics and the implications of these studies for mathematics education in the United States; and 3) the formation of a committee to study the long-range plans of the mathematics education conference group, with particular attention to the possibility of establishing a center for the advanced study of mathematics education.

Ocean Sciences. Members of a faculty conference group on ocean sciences have been continuing discussions of developing a cooperative and experimental teaching and research program in the ocean sciences and related fields. In connection with the project program, the group has been evaluating a number of marine sites for a possible CIC institute in oceanography. Purpose of such an institute would be to provide CIC students and faculty with an appropriate "field station" for education and research in marine studies. Projects undertaken at such a station would include studies in tropical marine biology and geology; the chemistry, physics and biology of areas of carbonate sedimentation; and study of coral reefs and other marine phenomena. Because of the great expense entailed in building such a station, the sites under consideration by the CIC already have existing facilities suitable for marine research. The conference group will be continuing its evaluative studies of available sites for purposes of providing appropriate recommendations to the CIC.

In addition to the above activities, the marine scientists have been discussing the establishment of a system of information exchange, including a clearinghouse on interinstitutional facilities and an information center for CIC institutions to collect and disseminate information on opportunities and programs outside the CIC universities.

Physical Education. CIC deans and directors of physical education interested in cooperative research and curricular programs have instituted a symposium project to enrich and strengthen graduate work in the field. The symposia, conducted by specialists in physical education and related fields, are centered on specific subjects designed to provide opportunities for concentrated study and exchange of ideas.

A total of fifty-six faculty members and students attended the first symposium in the series, entitled "The Sociology of Sport," held at The University of Wisconsin on November 18-20, 1968. Those attending the November symposium were given the opportunity to exchange ideas with recognized authorities from sociology and sports and physical education, concerning the relation of these two areas. Included among the topics for discussion were sport and social change, sport and social mobility, and delinquency and involvement in sport.

The second symposium in this series, "Sport Psychology," is scheduled to be held at The University of Iowa in the fall of 1969.

Political Science. Chairmen of the CIC political science departments have met during the past year to exchange information about undergraduate and graduate programs and to discuss possible cooperative projects. Among the topics discussed were admission and fellowship policies, programs and courses for ethnic minority groups, research grant information, enrollment trends, student participation in departmental decision-making, and degree requirements.

An evaluation was also made of the placement service established for schools in the seven CIC states by the chairmen at their meeting last year. Under this plan, all four-year colleges in the region were requested to forward information concerning teaching positions available in the discipline. The chairmen have agreed to continue the service in view of its two significant benefits. First, political science departments

have been able to provide job leads for their graduate students while at the same time servicing the region with necessary teachers, and the placement service has acted as a catalyst in assuring high quality and increased numbers of graduate applications among the CIC institutions.

Teaching of English as a Foreign Language. A group of faculty specialists and scholars in the teaching of English as a foreign language has been discussing possible areas of cooperation in this field. The group has considered 1) forms of cooperative programs to serve foreign students in the CIC universities who need additional training in English, 2) possible training projects in foreign countries seeking improved English-language teaching programs in their schools and universities, and 3) means of fostering continuing research opportunities deriving from these and other cooperative activities in the field. This group is also represented on the panel conducting studies of foreign-student programs.

RESEARCH

Cartography. Representatives of the CIC geography departments have recommended the establishment of a center of historical cartography at the Newberry Library of Chicago. Plans for the center envisage a resident historical cartographer, programs for visiting scholars, and conferences and institutes on the graduate level in the history of cartography.

The map and atlas collection at the Newberry would be valuable not only to students of geography and history, but would also make available cartographic materials which are too often an unknown and unused resource for students in other disciplines. The projected center would be built upon the already-outstanding collection held by the Newberry. This would then provide a single major facility for systematic storing of source materials and would obviate the necessity for maintenance of partial or incomplete collections in places often several hundred miles apart.

An advisory committee has been studying the feasibility of scheduling a graduate institute in the history of cartography. The interests of the committee also include determining criteria for a map room at the Library, beginning a satisfactory cataloguing system, organizing the cartographic materials at the Newberry, and developing a union map catalogue among the CIC institutions involved.

Health Service Directors. At a recent meeting of the Western Conference and University of Chicago Health Service Directors and Administrators, representatives from the CIC universities took the opportunity to consider holding a CIC conference to work out a method of data retrieval in this field. An informal survey of interest was taken, and consensus of the group was that such a conference would be highly desirable and productive. In August, 1968, therefore, student health directors met under CIC auspices. As a result of their first meeting, the directors agreed to cooperate in standardizing reports and computerizing health center service statistics and hospital patient statistics.

A subgroup of five representatives selected from the larger conference group investigated commercial computerization services as well as the possibility of housing the data-gathering center for the eleven schools on a member campus. In considering costs and convenience, the health directors decided that the data retrieval system should be located on one of the member campuses. A proposal for computerization of student health data of the CIC universities is currently being formulated by the group.

EXTENSION AND PUBLIC SERVICE

Continuing Education. The CIC this year intensified its explorations in the continuing education field with a view to making a comprehensive effort in it. An advisory group of deans of continuing education and extension met and defined a number of areas in which it was proposed that a concerted approach be made.

Among the recommended spheres of activity would be independent study programs, including correspondence instruction; a possible radio network linking the university radio stations; community outreach of various kinds, including traveling art and drama presentations, lectures and forums, etc., particularly in inner-city environments; development of joint continuing education programs for professional clienteles; surveys of innovation and experimentation in the continuing education field generally; and consideration of public policy in this field.

The advisory group's meetings will be followed by a general meeting of deans and directors in continuing education as well as conferences of specialized groups.

CIC Subcommittees

Subcommittee on the Disadvantaged. In response to the pressing national task of providing quality post-secondary education for all citizens, the CIC has established a Subcommittee on the Disadvantaged. The second two-day conference sponsored by this Subcommittee was held in Oak Brook, Illinois in November, 1968. Topics discussed included recruitment of disadvantaged students; remedial and counseling programs; student personnel services; recruitment and retention in mathematics, engineering, and the sciences; Afro-American curricular development; university-community relations; and the disadvantaged and qualitative changes in elementary and secondary schools. This conference also provided for an open-end session at which problems of student dissent and university change were considered.

Subcommittee on International Programs. U.S. colleges and universities have long recognized the need for expanding international studies and programs. When funds for implementing new and diversified programs are made available through such legislation as the International Education Act of 1966 and other instrumentalities, it is expected that a new dimension will be added to the universities' already extensive commitments in the international field.

In recognition of the demonstrated effectiveness of interinstitutional cooperation in this field, the CIC has for a number of years given attention to special programs in international education and research. In the light of the new expectations in this area of activity, the CIC has a subcommittee of its own members to consider long-range policy and to provide guidance to the universities on the evaluation, planning, and review of international programs. (For information on current CIC programs in this field see Study of

AID Programs, p. 35, Institution-Development Overseas, p. 27, and Study-Abroad Programs, p. 22.)

Subcommittee on Regional Higher Education. In order to maintain an objective view of the evolving pattern of American higher education, particularly as reflected in the programs of the eleven member universities, the CIC Subcommittee on Regional Higher Education has conducted discussions and made informal reports from time to time at CIC meetings. The discussions are concerned with such matters as the maintenance of academic standards, the university's role in research and public service activities, the relationship of the university to other higher educational institutions (state and teacher's colleges, community colleges, etc.), and the impact of government programs on university operations and objectives. General aim of the Subcommittee's efforts is to provide a vehicle for productive exchange of experience and information among all of the member universities and thus to help in maintaining an effective order of priorities in the increasingly complex arena of American higher education.

Subcommittee on Television. A concern for the appropriate use of television resources as an aid in general instruction, in teacher education, and cooperative projects of various kinds has resulted in continuing studies under CIC auspices. The CIC Subcommittee on Television is constituted to foster and oversee programs in this area, particularly the exchange of instructional materials and development of projects in course-content improvement through use of television tapes and related resources.

One project, in geology, has been funded by the National Science Foundation and is seen as a promising innovation in the application of visual media to course-content improvement. The geology program is one of several calling for the use of television as an aid in the teaching of both basic and advanced courses.

The Subcommittee has also provided for the compilation of a list of all courses available on tape among the eleven universities. Completion of the list has led to arrangements for cataloguing the tapes so that they may be readily available for use on an exchange basis among CIC campuses. In addition, the Subcommittee is continuing its studies of copyright and other matters related to developments in this field.

Subcommittee on Computers. Within the past three years, the CIC Subcommittee on Computers has been instrumental in bringing together computer specialists from the eleven universities. The conferences have been devoted to identification of avenues of cooperation among the computer centers and to exchange of information concerning computer facilities presently in use on the member campuses. Conferences arranged by the Subcommittee have been concerned with the following topics: 1) function of the computer in general management of the university, 2) coordinated exchange of information on institutional resources and capabilities in the computer field, 3) possible standardization of data files, 4) establishment of reasonable compatibility of equipment and resources among the participating institutions and 5) possibility of developing a broad-band communication system to augment computer capabilities.

Computer Center—University of Iowa

Administrative Groups

Graduate Deans. The Graduate Deans of the eleven member universities have held meetings under CIC auspices during the past four years. The most recent session was held at The University of Iowa in May, 1969, under the chairmanship of Dean D. C. Spriestersbach of that institution.

During the 1968-69 academic year, the Graduate Deans have been particularly concerned with programs for students from disadvantaged backgrounds. A subcommittee of the Deans has taken the responsibility of preparing a proposal aimed at enlarging the pool of black doctoral students at the member universities. The proposal calls for a program of financial support for black students of unusual potential who are not able to be included in sufficient numbers in existing fellowship support programs. Primarily what is anticipated from this program is a major increase in the number of black scholars with completed doctorates who are available for academic appointments. (See Black Doctoral Fellowship Program, p. 41.)

Another outgrowth of the Deans' meetings has been consideration of the "Candidate in Philosophy" certificate. This certificate is designed for awarding to all students who have successfully passed the preliminary examination for the doctorate and have fulfilled all other requirements for the degree except the dissertation. By adopting the certificate, universities can give formal recognition to those graduate students who have completed a substantial amount of graduate work beyond the master's degree. The certificate is also designed to assist in increasing the number of teachers available for college departments seeking applicants having substantial credentials beyond the master's degree but not necessarily a Ph.D. Five of the CIC institutions—Indiana, Michigan, Michigan State, Minnesota, and Northwestern—now have such a certificate.

Also under consideration is the possibility of establishing cooperative arrangements among CIC institutions in unique, special, or low-enrollment Ph.D. courses of study. In this connection, a list of Ph.D. programs offered on the CIC campuses has been compiled under the supervision of the Graduate Deans. The list, which identifies all existing opportunities, is directed toward the eventual elimination of unnecessary duplication of programs through information exchange and possible cooperative arrangements.

Through their annual meetings the Graduate Deans have also agreed to continue planning of a common office, serviced on a computerized basis, for assembling graduate admission and fellowship applications. A feasibility study of the proposal is being made in conjunction with a program of the Council of Graduate Schools.

Other topics discussed at the May, 1969, meeting at The University of Iowa, in addition to those mentioned above, were issues related to new professional degrees, utilization of teaching assistants, stipend regulations, and others.

Liberal Arts Deans. CIC liaison with the independently constituted Liberal Arts Deans group has resulted in the fostering of a number of productive cooperative projects among the eleven universities. These include programs in languages (see p. 15), coordination of study-abroad projects (see p. 22), and exchange of information leading to consideration of other potential areas of cooperation.

The Liberal Arts Deans, currently under the chairmanship of Dean Dewey B. Stuit of The University of Iowa, have been particularly concerned with improving language instruction. The highly successful CIC Far Eastern, South Asian, and Slavic language and area studies institutes and the Spanish summer program in Mexico have been conducted under the supervision of the Deans. In addition, the Deans have formed faculty groups to explore the possibility of conducting other language programs in areas in which need is greatest and cooperation most feasible. To this end, the Deans recently requested that a survey be taken of offerings and enrollments in exotic languages at CIC universities. This study, which was completed in the fall of 1968, is expected to assist the Deans in developing new cooperative programs for maximizing instruction and eliminating unnecessary duplication of courses and facilities in these languages.

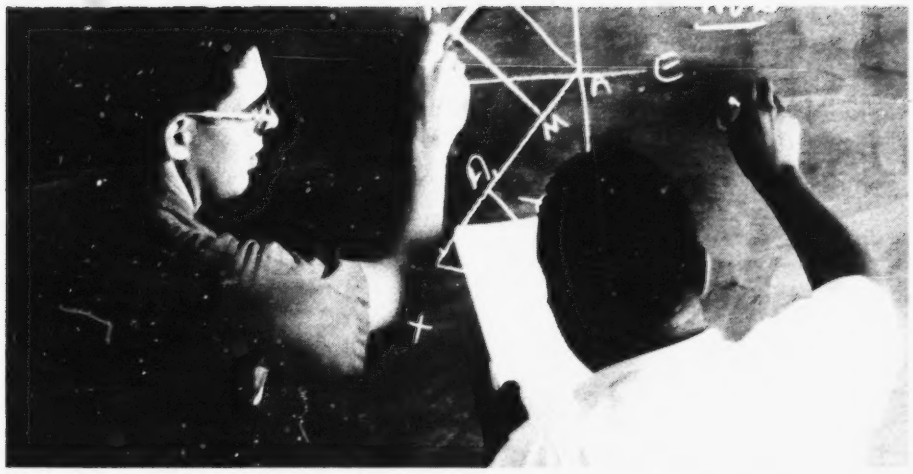
A related concern of the Liberal Arts Deans is the development of cooperative study-abroad programs. During

the past year, the Deans have overseen the establishment of the junior-year study-abroad program in Brazil to be held at the Federal University of Rio Grande do Sul at Porto Alegre, Brazil, beginning in February, 1970. Most recently the Liberal Arts Deans have been considering a proposal for the establishment of an undergraduate program in Africa. Also being explored is the possibility of establishing cooperative study-abroad programs in parts of the world where it has not been usual to maintain such program offerings.

Honors Directors. The CIC Honors Conference, an annual meeting of honors directors from the member institutions, met in January, 1968, for a two-day program of discussions. Included in the agenda were the following topics: honors seminars and courses; the role of honors in developing programs for the socio-economically and educationally deprived; coordination of honors programs with study-abroad programs; programs of independent study, counseling and advising patterns for honors students; and student participation in planning honors programs. The continuing series of discussions has added a large fund of knowledge and shared experience to the consideration of honors programs at the member institutions.

Between conferences, the honors directors maintain information exchange and circulate lists of honors students who are potential graduate school applicants. All of these activities provide leadership in a vital area of university concern.

Summer Session Deans. To provide an interchange of information about the many unique summer programs held on CIC campuses, a group of summer session deans has developed a consolidated listing of such offerings. This list, incorporated in the summer bulletins of the CIC schools, furnishes students with a valuable guide to the availability and location of such programs. By thus encouraging students to seek out summer educational opportunities on different CIC campuses, the project also helps reduce the risk of uneconomical enrollments associated with the more unusual summer programs. The offerings may be regular credit courses, special workshops, or short conferences. To be accepted for the consolidated listing, the program must be considered unique on the basis of intrinsic course content, strong laboratory, library, or field facilities, or some other factor which gives it a status



virtually unduplicated at any other CIC institution. The goal of the program is simply to enrich the educational experiences of students at CIC institutions and at the same time to husband the resources of these universities by pooling information about such offerings.

Financial Aids Officers. The CIC financial aids officers have been meeting to exchange information on present developments in this area. Discussions have considered institutional policies, practices, and expectations in the area of student financial aid. The financial aids officers have requested the CIC to endorse plans for periodic meetings of this group in the future.

Public Relations Directors. The public relations directors of the member universities are regularly involved in the communications functions of the CIC. Through their guidance, and the assistance of their news information personnel, they give major service to the CIC in the dissemination of information on the cooperative activities of the eleven institutions. The directors also meet from time to time under CIC auspices to consider possible joint programs, including plans for more formal professional training of specialists in the increasingly complex field of university relations and allied areas.

Alumni Editors. The alumni editors regularly incorporate news items on the CIC as part of their regular publications programs. The editors also meet periodically to discuss topics of mutual interest.

Other Activities

Special University Studies. The CIC, with the assistance of its staff, conducts a variety of special studies of certain areas of administrative operation at the member universities. The studies are in the nature of surveys undertaken for the purposes of information exchange among these institutions. They have included compilations of information on personnel procedures, employee benefits, computer rates and policies, and others.

Information Source for Government Leaders. Information concerning interuniversity cooperation and certain other aspects of American higher education is readily available from the CIC office. Requests for such information are regularly received from government offices and political decision-makers on both the state and national levels. In addition, governors, state legislative leaders, and Congressmen are kept abreast of developments in interinstitutional cooperation through publication and distribution of a regular series of CIC reports.

Counsel to Other Cooperative Organizations. Educational groups within the United States, as well as in foreign countries, have requested the CIC's assistance in planning cooperative ventures along the lines of the CIC. Inquiries have been made in particular on behalf of developing countries where the establishment of interinstitutional patterns is seen as both feasible and highly practical in the building of new facilities in higher education. Requests for information have also come from groups in Canada, England, France, the Philippines, and other countries. The CIC responds to all such requests and tries to provide helpful answers to all inquiries about its operations.

An Invitation to Cooperation

The success of the CIC idea depends upon those to whom a sharing of resources would be most meaningful. The CIC provides an organizational framework for cooperation and strives to encourage promising ventures within this framework. Its future therefore remains in the hands of the faculties and administrators whom it was formed to serve.

Faculty members with suggestions for possible cooperation are invited to forward proposals to the institutional CIC members listed on Page 62 or to the CIC staff office. "Seed grants" are available to faculty groups formed to explore cooperative possibilities.

Financial Statement

July 1, 1968 - June 30, 1969

	Staff Office Funds	Conference Seed Grant Funds	Project Grants	Total
Balance carried forward as of July 1, 1968	$ —	$ 61,748.18	$111,709.31	$173,457.49
Income				
CIC Universities	99,000.00	48,440.30[a]	2,180.00[b]	149,620.30
Ford Foundation: Far Eastern Language Institute.			93,353.00	93,353.00
National Air Pollution Control Administration: Biometeorology Graduate Training Program			115,006.74	115,006.74
U. S. Department of State (AID): Rural Development Research Project			117,572.94	117,572.94
U. S. Office of Education:				
Far Eastern Language Institute.			41,000.00	41,000.00
Slavic Institute			25,397.00	25,397.00
South Asian Institute			86,523.00	86,523.00
Ford Foundation:			20,000.00	20,000.00
National Endowment for the Humanities:			20,000.00	20,000.00
National Science Foundation:			19,800.00	19,800.00
IBM: Summer Institute in Computer Applications to Classical Studies			5,000.00	5,000.00
Council on Legal Educational Opportunity: Program in Law Careers for Students from Disadvantaged Groups			48,000.00	48,000.00
Total Funds Available (Balance and Income)	$99,000.00	$110,188.48	$705,541.99	$914,730.47

[a] Includes refunds from seed grants awarded during previous fiscal year: Aeronomy Panel ($202.60); Urban Panel ($14,555.65); and final balance ($33,682.05) refunded to CIC as of October 25, 1968 from disbanded Council on Economic Growth, Technology, and Public Policy.

[b] Budgeted for Council on Economic Growth, Technology, and Public Policy (July and August, 1968).

	Staff Office Funds	Conference Seed Grant Funds	Project Grants	Total
Expenditures and Encumbrances				
Staff Office:				
Salaries and employee benefits ..	68,431.74			68,431.74
Travel	5,117.73			5,117.73
Supplies, equipment and other office expenses	7,414.07			7,414.07
Publications and printing	10,739.42			10,739.42
Office rental and utilities	5,431.34			5,431.34
Miscellaneous	1,804.92			1,804.92
Council on Economic Growth, Technology, and Public Policy ..			44,177.28	44,177.28
Conference Seed Grants		45,267.95		45,267.95
Project Grants:				
Biometeorology Graduate Training Program			115,006.74	115,006.74
Rural Development Research Project (AID)			135,278.85	135,278.85
Far Eastern Language Institute.			134,353.00	134,353.00
Slavic Institute			25,397.00	25,397.00
South Asian Institute			86,523.00	86,523.00
Summer Institute in Computer Applications to Classical Studies			64,800.00	64,800.00
Program in Law Careers for Students from Disadvantaged Groups			48,000.00	48,000.00
National Institute of Dental Research (NIDR)			6,479.23	6,479.23
Geology Course-Content Improvement			9,025.97	9,025.97
Institutional Research Council of Eleven			7,310.00	7,310.00
Total Expenses and Encumbrances.	$98,939.22	$45,267.95	$676,351.07	$820,558.24
Summary				
Total Funds Available (Balance and Income)	$99,000.00	$110,188.48	$705,541.99	$914,730.47
Total Expenses and Encumbrances.	98,939.22	45,267.95	676,351.07	820,558.24
Balance as of June 30, 1969.....	$ 60.78	$ 64,920.53	$ 29,190.92	$ 94,172.23

The Committee on Institutional Cooperation

MEMBERS

The Committee on Institutional Cooperation consists of an administrative officer from each member university.

ROBERT L. CLODIUS, CIC Chairman *Vice President*	**University of Wisconsin**
WILLARD L. BOYD, JR. *Vice President, Academic Affairs, and Dean of Faculties*	**University of Iowa**
JOHN E. CORBALLY, JR. *Vice President for Academic Affairs and Provost*	**Ohio State University**
JOSEPH R. HARTLEY *Vice President and Dean of Faculties*	**Indiana University**
JOHN W. HICKS *Executive Assistant to the President*	**Purdue University**
LYLE H. LANIER *Executive Vice President and Provost*	**University of Illinois**
HOWARD R. NEVILLE *Provost*	**Michigan State University**
LEONARD K. OLSEN *Assistant to Provost*	**University of Chicago**
ARTHUR M. ROSS *Vice President for State Relations and Planning*	**University of Michigan**
J. LYNDON SHANLEY *Associate Dean, College of Liberal Arts*	**Northwestern University**
STANLEY J. WENBERG *Vice President, Educational Relationships and Development*	**University of Minnesota**

Staff

Stanley F. Salwak	***Director***
William Deminoff	***Associate Director***
Eileen A. Schmitz	***Staff Associate***
Doris A. Pearson	***Secretary and Assistant***
M. Geraldine Hibner	***Secretary***

Offices

Purdue University

West Lafayette, Indiana

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